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ABSTRACT

This document describes a project that provides full-time training in the microcomputing area of data entry/word processing as well as job-specific English as a second language (ESL) to adults whose first language is Chinese. The project includes a component that develops the trainees' language proficiency in business communications while emphasizing their understanding of American culture and the world of work. The daily class schedule is organized into eight 45-minute class periods: three periods of job-skills instruction, three periods of job-related ESL instruction, one period of group counseling/employability instruction, and one period of special activities such as individual counseling, tutoring, typing practice, and homework. The curriculum of the data entry course is divided into five parts: objectives, course outline, instructional methods and techniques, materials and resources, and testing materials and evaluation of trainees. Thirteen appendixes, making up the major part of the curriculum guide, cover the following: bibliographies of materials and reference books; sample instructional unit plans; program intake form; Bilingual Vocational Oral Proficiency Test, Form A; individual counseling and employability development record; trainee competency development record; job placement information; trainee employment status report; follow-up survey of former program participants; and employer follow-up questionnaire. (KC)

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ED290951

CHINATOWN MANPOWER PROJECT, INC.

BILINGUAL VOCATIONAL TRAINING PROGRAM

funded by the U.S. Department of Education

Office of Vocational and Adult Education

DATA ENTRY CURRICULUM

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Chinatown Manpower Project, Inc.

Title: Chinese/English Bilingual Vocational Training Program

Language group served: Chinese

Occupational area: Clerical, data-entry, and automated bookkeeping

Length of training: 24 weeks

Number of training cycles: 3 during 18 months

Weekly hours of vocational training: 15

Weekly hours of ESL training: 15

Weekly hours of job counseling: 5

Grant award amount: $369,943

Number of trainees: 120 (during 18 months)

Approximate cost per trainee: $2,740

Stipends: $15 per week for transportation

Additional funding sources: IBM and other private industries support in providing training equipment, staff development workshops, and monetary contributions.

Project Director: Mr. K.S. Ouan

Address: 70 Mulberry Street
New York, NY 10013

Phone: (212) 964-7719

Project runs until February 29, 1988

G0081 00858

CHINATOWN MANPOWER PROJECT, INC.

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I. INTRODUCTION AND PROJECT OVERVIEW

I. INTRODUCTION

A. PURPOSE OF BILINGUAL VOCATIONAL TRAINING

The funding of the current bilingual vocational training programs is authorized by the Carl D. Perkins Vocational Education Act of 1984. Under the provisions of Title IV, Part E of the Act, grants and contracts for BVT are intended to

> "serve individuals who normally use a language other than English, for bilingual vocational education and training for individuals with limited English proficiency to prepare such individuals for jobs in recognized occupations and in new and emerging occupations. Such training shall include instruction in the English language to ensure that participants in such training will be equipped to pursue such occupations in an English language environment."

And the Act specifically stated that its purpose is to provide bilingual vocational training to adults:

> "whose efforts to profits from vocational training is severely restricted by their limited English-speaking ability because they come from environments where the dominant language is other than English; that such persons are therefore unable to help to fill the critical need for more and better trained personnel in vital occupational categories; and that such persons are unable to make their maximum contribution to the Nation's economy and must, in fact, suffer the hardships of unemployment or under-employment."

B. INTRODUCTION TO CMP

The Chinatown Manpower Project, Inc. (CMP) is a non-profit, community based organization. It was incorporated in 1972, not long after activities were initiated by the Chinatown Mission to provide English language instruction for Chinese-speaking immigrants and refugees. In 1975, CMP was one of 21 BVT project sponsors who received federal grants to begin conducting bilingual vocational training for limited English-speaking adults.

Over the past 16 years, CMP has provided training and employment services to more than 10,000 graduates and walk-in clients. CMP's job placement rate has averaged between 90% and 95%. More importantly, the job retention, promotion, and salary increment rates for CMP's graduates have been impressively high. It is CMP's mission to help its clients become productive, upwardly mobile members of the American society.

C. BRIEF DESCRIPTION OF THE COMMUNITY

CMP is situated in the heart of Chinatown in lower Manhattan of New York City. Most Chinese immigrants and refugees choose to settle in the New York metropolitan area because the city has the largest Chinese population concentration in America. And New York City is considered one of the largest commercial and financial centers of the United States and this provides an abundance of job opportunities. Service industries such as banks, brokerage houses, accounting firms, insurance and import and export companies have great needs for skilled workers to fill clerical, bookkeeping and computer-related positions.

D. NEEDS IDENTIFICATION AND ASSESSMENT

CMP's programs are designed specifically for limited English proficient Chinese immigrants/refugees with the following characteristics.

1. They lack job skills that are marketable in the New York City labor market;
2. They are extremely limited in English proficiency, lacking the language skills needed to work in an English speaking environment;

3. They are unfamiliar with the American culture;
4. They lack a basic understanding of the workings of the business world and how to succeed in it; i.e. in finding and applying for jobs, holding on to or advancing on the job.

However, in order to be considered for the training program, applicants should have:

1. Completed at least 10 years of education in their native country and/or the United States.
2. Score at least 120 in the BVOPT (Bilingual Vocational Oral Proficiency Test).
3. Manual dexterity and no eye impairment for Data Entry Program.
4. Basic arithmetic skill for Automated Bookkeeping Program.
5. Interest and desire to work after training.

E. INTAKE/SCREENING PROCESS

About 6 weeks before the beginning of a new training cycle, the intake specialist will send out Chinese press releases, describing the program offerings, listing dates and application procedure, to Chinatown community's major news media, such as newspapers, radio and television stations, as well as all social service agencies in the community. When prospective trainees come to apply for training, the bilingual intake specialist will discuss the courses and requirements with the applicant in greater detail. The applicant fills out the bilingual application and self-assessment form. Citizenship documents or permanent

residence card, school diplomas, and related documents are reviewed.

Selection of motivated, dependable persons for training at the BVT project requires comprehensive screening of applicants. The testing and personal interviews with applicants take much of staff time. The applicant is scheduled for an interview with 3 staff members: the counselor, the skills instructor and the ESL instructor. The applicant's background (education, work experience, skills), needs and language proficiency are further assessed. The first part of the BVOPT (Bilingual Vocational Oral Proficiency Test) will be administered by the ESL instructor during the interview. For acceptance, applicants should attain a low intermediate score of 120-175. After the interview process, the interviewers review all applications at a selection meeting, and select those applicants who demonstrate the greatest need for bilingual vocational training and who are limited English proficient.

F. BVT PROJECT OVERVIEW

Currently, CMP's Chinese/English Bilingual Vocational Training (BVT) Program provides full-time training in the microcomputing areas of data entry/word processing and automated bookkeeping to a total of 120 Chinese adults. Included in this program is a component that attends to the development of the trainees language proficiency in business communication while emphasizing the understanding of the American culture and the world-of-work.

The duration of the BVT program is 18 months, from 3/1/88

to 8/31/89. There are three 24 weeks training cycles, with 40 trainees per cycle, 20 for one data entry/word processing class, and 20 for one automated bookkeeping class. Trainees attend classes from 9 a.m. to 5 p.m. Monday through Friday during each week of the training cycle. The daily class schedule is organized into eight 45-minute class periods: 3 periods of job skills instruction (bookkeeping or data entry, basic office practice, and typing), 3 periods of job-related ESL instruction (including time in the language laboratory), 1 period of group counseling/employability instruction, and 1 period of special activities related to the training, such as individual counseling/tutoring, practice of typing and similar motor skills, and completion of homework.

At the completion of each training cycle, the job development/counseling/placement staff assist the graduates in obtaining entry-level positions in the occupational area of office aide, such as bookkeeping clerks, file clerks, receptionists, secretaries, shipping and receiving clerks, statistical clerks, stock clerks, posting clerks, accounting clerks, claim examiners, word processor typists, data entry/ terminal operators, and computer operators.

BVT program's training facilities include 2 regular classrooms, one typing room, one data entry room, and one microcomputer room. An English Lab with 20 stations is available to all training programs. On-site equipment include 22 IBM Selectric III typewriters, 20 IBM Personal Computers, 20 IBM 5281 Data Stations, and 8 IBM Displaywriters.

The current BVT instructional staff comprises of a job

skills instructor, a job-related ESL instructor and a counselor/-job developer. The project director is assisted by a secretary/-receptionist who also conducts intake, testing, and follow-ups. The instructors are bicultural (Chinese/American) as well as bilingual (Chinese/English). With this understanding of two cultures instructors are able to impart their experiences about both cultures. The bilingual quality allows the instructors to teach difficult concepts in the trainees' native language to facilitate comprehension and in English as the trainees depend less and less on explanations in Chinese.

G. SUPPORT AND ANCILLARY SERVICES

Without supportive services, many trainees may not be able to attend the training or successfully complete it. Therefore, special efforts should be made to provide or refer the trainees for needed supportive services. CMP provides for a $15 weekly stipend to its trainees to help them defray their daily transportation expenses while they are in training. Also, a counselor is available for social adjustment/family counseling and translation/interpreter services. CMP has close ties with other social service agencies in our community so referrals for child care, housing assistance, health care and legal aids can be made whenever need arises.

H. JOB DEVELOPMENT AND PLACEMENT SERVICES

The ultimate goal of a BVT program is to help all its graduates find gainful employment, and the success of the program is usually measured by the job placement rate it achieves. Three

stages are involved in the job placement process; namely, job development, job placement, and follow-up. These activities are integral components of a BVT project. It is the Job Developer/ Vocational Counselor's responsibilities to initiate new company contacts, develop jobs, screen trainees for the job, refer the qualified candidates to employers, place them into jobs, follow-up and maintain contacts with employers.

An important and valuable resources of a BVT program is the advisory committee. This committee can provide advice, guidelines for project director in the administration of the program, influence program planning, and assist in the job development of the program. A well-defined advisory committee should include representative members from different fields of endeavor, especially business people or employers who are closely familiar with job requirements to provide consultation on curriculum content, set competency levels and to help open doors for employment to our future trainees.

II. CURRICULUM DEVELOPMENT PROCESS

II. CURRICULUM DEVELOPMENT PROCESS

High quality teaching in the vocational skills, job-related ESL, and employability instruction areas is essential for a successful BVT Program. High quality teaching requires a comprehensive, well-planned curriculum; coordination of instruction; and adequate time for preparation for teaching.

The instructional team consisting of the skills instructor VESL instructor and counselor work together to plan a curriculum which effectively integrates the three components of instruction, i.e. vocational skills, job-related ESL, and employability skills. The skills of one learning component are actually part of and related to the skills of the other components. The emphasis of English language instruction is on those communicative skills trainees need for the specific occupation and on those language skills needed to perform and interact successfully on a job.

The staff is involved in the total curriculum process including developing specific performance objectives, determining appropriate contents, selecting instructional materials and equipment, identifying methods and techniques suitable for implementing and evaluating the outcomes.

The instructors base the curriculum on an assessment of the trainees' vocational skills, language proficiencies, cultural differences and develop instructional materials to reflect the trainees' needs.

The curriculum also reflects the need of the job market. The staff with feedbacks from graduates and employers as well as

input from the advisory committee plans the curriculum based on occupational analysis to identify the required vocational, communicative and employability skills and to determine competency levels to meet the demands of business and industry.

The curriculum is under constant evaluation and revision to meet the changing needs of the trainees as well as the employment needs of the community. A high job placement rate is contingent not only on good instruction and counseling but also on providing appropriate training for the BVT project students. Changes are required in the curriculum and course offerings from time-to-time in order to respond to the changing job markets.

III. OVERVIEW OF THE DATA ENTRY CURRICULUM

III. OVERVIEW OF THE DATA ENTRY CURRICULUM

The curriculum of the Data Entry course is divided into five parts: Objectives, Course outline, Instructional Methods and Techniques, Materials and Resources, and Trainees Evaluation.

Part I clearly identifies the course objectives in terms of vocational skills competencies, employability skills and related language skill areas that the trainees need to master.

PART II is the course outline for each subject which encompasses the scope and sequence of instructional content. It identifies what trainees need to know and do in order to master the objectives.

PART III explains the approaches and strategies of instruction. The delivery of instruction accounts for differences in the trainees' abilities and learning styles by using a wide variety of approaches and techniques including the bilingual approach and coordinated planning.

PART IV provides a list of resources and materials used to develop and supplement the curriculum. Utilization of the team approach is crucial in developing needed materials appropriate for the limited English speakers.

PART V describes testing materials and evaluative tools to measure the effectiveness of trainees in meeting the course objectives. Various instruments are used to document the trainees' progress, competency levels, placement goals and retention.

IV. COURSE DESCRIPTION AND OBJECTIVES

PART A. OBJECTIVES FOR DATA ENTRY COURSE
PART B. OBJECTIVES FOR JOB-RELATED ESL COURSE
PART C. OBJECTIVES FOR EMPLOYABILITY INSTRUCTION/ COUNSELING COURSE

PART A. OBJECTIVES FOR DATA ENTRY COURSE

PART A. OBJECTIVES FOR DATA ENTRY COURSE

The electronic computer is the latest in a long list of tools developed to process data. This tool can process any type of information and transmit accurate result. Before the computer can process anything, the information must be translated from written and printed form into coded form. The translation of written and printed information into coded form is the function of the Data Entry operator. This intensive vocational training course is designed to equip the trainees with both microcomputer and data entry skills using the IBM Personal Computer and IBM 5281 disk based system in order to place them into entry-level positions such as data entry or terminal operator, typist, data control clerk and other related positions.

By the end of the 18th week of the 24 week cycle, the trainees should be able to perform the following tasks:

Computer literacy

- List historical developments of the computer.
- Describe the data processing cycle.
- Identify modern day electronic devices.
- Name the types of data storage.
- Identify at least five uses of computers.
- Define at least 15 computer operational terms.
- Diagram the flow of data from input to output.

Mastering Data Entry activities for the microcomputer

Upon completion of these activities provided for the trainees, they will have a firm foundation in data entry procedures.

- Identify common parts of the microcomputer.
- Describe the procedures for the care of a diskette.

- Demonstrate the procedures for powering up and powering down the computer.
- Enter the data for a mailing list with 100% accuracy.
- Print the mailing labels and a directory accurately.
- Enter data for an inventory application accurately.
- Identify the types of sales made in everyday business transactions.
- Enter data for an Accounts Receivable application accurately.
- Enter data for an Accounts Payable application accurately.
- Identify and explain the parts of a check and the check stub.
- Enter data for a bank reconciliation application.
- Describe the procedure used in calculating payroll.
- Prepare payroll data for entry into the computer.
- Enter data for a payroll application.
- Enter data for a general ledger application.

Mastering of the IBM 5281 Data Entry equipment

- Identify parts of IBM 5281 system.
- List the characteristics of IBM 5281 system.
- Identify the keyboard; the alpha keys and the numeric keypad.
- Describe the function of the following keys:
  - Home key
  - Field correction
  - Record correction
  - Load format
  - CMD key
  - Duplicate
  - Auto enter key
- Demonstrate the procedures for operating IBM 5281.
- Explain what utility program is.
- Prepare program disk using data entry coding (N-, S-).
- Key-enter related job into machine with 100% accuracy.

- Describe the procedures to prompt programs.
- Describe the characteristics of right adjust code (R-).
- Key-enter data into computer with right adjust code (R-) accurately.
- Describe the operational procedures of verification.
- Key-enter the verifying exercises with 100% accuracy.
- Identify the errors and make correction during the verification process.
- Follow the alternate programming procedures.
- Key-enter alternate programming with 95% accuracy.
- Reach a data-entry speed of 9,000 strokes per hour.

Mastering of typing skill

- Name the major parts of an electric typewriter.
- Demonstrate keyboard operation and basic typing technique.
- Type letters and memos from rough-draft.
- Type at a minimum speed of 40 wpm with no more than 3 errors.
- Produce a resume using the word processing program.

PART B. OBJECTIVES FOR JOB-RELATED ESL COURSE

PART B. OBJECTIVES FOR JOB-RELATED ESL COURSE

The main purpose for this course is to raise the trainees' proficiency in the language skills of listening, speaking, reading, and writing in order to function as a Data Entry/Word Processing Clerk in an English speaking environment. The focus is on the vocabulary and language structures required by the trainees to understand and perform their jobs.

By the end of the twenty-four weeks, trainees will be able to perform the following:

Master specific communicative skills needed to perform various data entry tasks:

- Express and describe data processing cycle.
- Express and describe the types of data storage.
- Report and explain keyboard operations.
- Report information on procedures involving entry of data for inventory application.
- Identify office objects and supplies.
- Inquire about solutions to the problems involving machine operation.
- Ask and answer work-related questions.
- Follow instructions in performing operation.
- Read simplified operational manuals.
- Report Chronologically-related information.
- Request office information and instructions.
- Correct information given.
- Request additional information or clarification.
- Define the meaning of technical terminology and vocabulary.
- Pronounce technical terms and vocabulary correctly.

- Spell technical terms and vocabulary correctly.
- Identify meaning of signs and symbols.
- Identify office objects and supplies.
- Describe location of office equipment, objects and supplies.
- Explain work-related problems to co-workers, supervisors or customers.
- Write simple inter-office memos.

Master employability communication skills

- Describe their own background and abilities in terms of world-of-work.
- Respond to interview questions.
- Complete job-related forms.
- Write resume using proper spelling and grammatical structures.
- Communicate effectively in telephone work.
- Take messages accurately.
- Differentiate between nomenclature system in English.
- Decipher abbreivated messages and terms.
- Pronounce the world-of-work vocabulary accurately.
- Spell the world-of-work vocabulary correctly.
- Express assistance and requests.
- Express emotional attitudes. i.e. hope, fear, satisfaction or disappointment, gratitude, sympathy.
- Give time relationships, directions about locations.
- Follow directions to travel on the subway or bus.
- Make requests of Co-workers or customers.
- Use idiomatic expressions needed in the workplace.

Master social-linguistic skills

- Introduce self and other people.
- Greet people and meet people.

- Express and inquire about permission to do something.
- Express and inquire about agreement and disagreement.
- Express and inquire about approval and disapproval.
- Express and inquire about preferences or likes and dislikes.
- Express and inquire about interest and disinterest.
- Apologize and grant forgiveness.

PART C. OBJECTIVES FOR EMPLOYABILITY INSTRUCTION/COUNSELING COURSE

PART C. OBJECTIVES FOR EMPLOYABILITY INSTRUCTION/COUNSELING COURSE

Employability instruction includes individual and group counseling sessions designed to supplement direct job skill training and job-related English Language instruction. It serves to help limited English speakers to prepare for and secure employment. The instruction aims to help trainees to understand different work environment, to perform adequately in a job requiring English language skills and to enhance the trainees' opportunity for future advancement in their job. By the end of the cycle (24-weeks), the trainees will be able to meet the following objectives:

Work Orientation

- Define entry level clerical job, state their requirements, job duties, salary range, etc.
- Describe various career ladders in the data entry/clerical field.
- Differentiate between various types of companies and industries as to their working conditions and benefits.
- Comprehend help-wanted ads.
- Demonstrate how to handle the business telephone effectively.
- Define employee responsibilities and employee rights.

Cultural/work adjustments

- Differentiate between trainees own cultural value and those of the U.S.
- List characteristics of American customs relating to greeting and leave takings, relationships with co-workers and supervisors and male/female statuses.
- Evaluate individual employment needs and qualifications.
- Assess individual's strengths and weaknesses as to education, skills, work experience and language proficiency.

- Identify obstacles to employment and list ways to remove such obstacles.
- Set realistic employment goals.
- Identify good work habits and values expected of employees
- Differentiate between non-assertiveness, and aggressiveness.
- Describe ways of accepting criticism and giving suggestions.

Job interview preparation

- Complete samples of application forms.
- Prepare a typed resumes.
- Write a cover letter.
- Identify proper dress code for interview.
- Arrange for an interview through the phone.
- Follow-up on a job lead.
- Take correct transportation to an interview.
- Describe the interview process used by employers.
- Answer most commonly asked interview questions.
- Raise appropriate questions at the interview.
- Identify test-taking techniques.
- Complete samples of various types of clerical tests.
- Follow-up on job interview by phone or mail.
- Evaluate a job offer.
- Use proper procedure for accepting or rejecting a job offer.

On the job

- Hired for a full-time training related job.
- List common do's and don'ts when starting a new job.
- Comprehend samples of company handbook.
- Complete various employment forms, W-4, insurance forms,

time cards, employment eligibility verification form and other company records.

- Compute payroll taxes, withholdings taxes, and other fringe benefits deductions.
- Evaluate company benefits and determine one's needs.
- Identify difficulties that may occur at the early stage of employment and define possible solutions.
- Describe company accepted communication channels.
- State techniques for holding a job and for demonstrating promotability.
- Identify various aspects of an Employee Evaluation Form.
- Explain termination procedures.

V. COURSE OUTLINES

PART A. COURSE OUTLINE FOR DATA ENTRY COURSE
PART B. COURSE OUTLINE FOR TYPING COURSE
PART C. COURSE OUTLINE FOR JOB-RELATED ESL COURSE
PART D. COURSE OUTLINE FOR EMPLOYABILITY INSTRUCTION/ COUNSELING COURSE

PART A. COURSE OUTLINE FOR DATA ENTRY COURSE

PART A. COURSE OUTLINE FOR DATA ENTRY COURSE

This course outline covers a 24-week training cycle. It contains 4 parts: (1) computer literacy, (2) data entry activities for the microcomputer, (3) data entry using the IBM 5281, and (4) general review. The trainees learn the operation of the equipment through constant hands-on practice. Emphasizes are given to development of data entry speed and accuracy. The specific topics are furthered detailed in the instructional unit plans.

I. COMPUTER LITERACY (Weeks 1 - 2)

A. Orientation

B. Introduction to data processing

C. History of data processing

D. Introduction to modern day devices

E. The data processing cycle

1. Origination of data

2. Input of data

3. Processing of data

4. Output of data

5. Use of data

F. Computer system

1. Input devices

2. Central processor

3. Output devices

4. Means of storage

G. The flow of data

H. Care of the diskettes

1. Do not bend or fold the diskette

2. Use a felt-tip pen to write persons' name on the diskette label

3. Keep the diskette away from magnetic fields

4. Do not touch the exposed areas of the diskette

5. Do not expose the diskette to extremely hot or cold temperatures

6. Carefully insert the diskette into the disk drive

7. Replace the diskette in its envelope after use.

II. DATA ENTRY ACTIVITIES FOR THE MICROCOMPUTER (Weeks 3 - 8)

A. Introduction to IBM PC

1. IBM keyboarding & function keys

2. Operational procedures

B. Hands-on use of the computer

C. Keying-in of computerized merchandise inventory

D. Keying-in of accounts receivable

E. Keying-in of accounts payable

F. Keying-in data of bank reconciliation

G. Keying-in payroll data

H. Keying-in general ledger information

I. Practice of BASIC program

III. DATA ENTRY EQUIPMENT: IBM 5281 (Weeks 9 - 18)

A. Introduction to data entry machine 5281; the alpha keys, numeric keypad and the function keys

B. Operational procedures

C. Program coding (N-, S-)

D. Introduction to utility program

E. Preparation of program diskette

F. Procedures to prompt programs

G. Introduction to right adjust code (R-)

H. Introduction to verification procedures

I. Correction during the verification process

J. Introduction to alternate programming methods

K. Drills practice

L. Speed and accuracy control

IV. REVIEW (Weeks 19 - 24)

A. General review

B. Written data entry post-test

C. Various exercises practice

D. Speed & accuracy control

E. Data entry project set practice.

PART B. COURSE OUTLINE FOR TYPING COURSE

PART B. COURSE OUTLINE FOR TYPING

This outline covers a 24-week training cycle. It contains 5 parts: (1) basic typing skills, (2) basic application & statistical typing, (3) business letter & forms, (4) word processing & resume typing, and (5) general review. Further detailed can be found in the instructional unit plan.

I. BASIC TYPING SKILLS (Weeks 1 - 3)

- A. Orientation and typing room regulations
- B. Introduction to the machine parts
- C. Explain the difference between Pica type & Elite type
- D. The basic keys
  - 1. a s d f j k l ;
  - 2. h e o t i n w .
  - 3. r c u x p y g ,
  - 4. b z : m q ? v -
- E. Tabulation
- F. Paragraph indention & backspace key
- G. Conditioning practice

II. BASIC APPLICATION & STATISTICAL TYPING (Weeks 4 - 9)

- A. Figure keys & basic symbols
- B. Horizontal & vertical centering
- C. Rough-draft typing
  - 1. Proofreader's marks
  - 2. Proofread techniques
- D. Speed/accuracy control
- E. Figure control

III. BUSINESS LETTER AND FORMS (Weeks 10 -18)

A. Business letter:

1. Modified block style
2. Block style
3. Modified block with indented paragraphs
4. AMS simplified
5. Open & mixed punctuation

B. Addressing envelope

C. Tables

D. Reports & footnotes

E. Business forms:

1. Interoffice memo
2. Announcement
3. Invoice

F. Resume typing

IV. WORD PROCESSING AND RESUME TYPING (Weeks 13 - 18)

A. Introduction to word-processing

B. Alphabetic & numeric keyboarding

C. Function keys

D. Creating and storing a document

E. Revising and changing document format

1. Changing the margins & tabs
2. Changing the page format
3. Changing the line format

F. Resume typing

G. Business letter typing and editing

V. GENERAL REVIEW (Weeks 19 -24)

A. Building letters/report/tables typing competency

B. Rough-draft typing

C. Speed/accuracy control.

PART C. COURSE OUTLINE FOR JOB-RELATED ESL COURSE

PART C. COURSE OUTLINE FOR JOB-RELATED ESL COURSE

This job-related ESL outline is prepared in collaboration with the Vocational Instructor and the Counselor. The lessons taught in the English class reinforce both the job skills and the employabiltiy skills necessary for working in an English speaking environment. The following four parts reflect the integration of VESL with the vocational and counseling component:

I. Introduction to Data Entry and computer literacy, emphasis on technical vocabulary with a quick review of various parts of speech. (Weeks 1 - 3)

A. Vocabulary

1. Technical Terminology

a. Parts of speech - nouns, verbs, adjectives, adverbs and prepositions

b. Basic Sentence Patterns - S-V and S-V-O

B. Computer Literacy and System

1. Computer Terminology

a. Parts of Speech - nouns, verbs, adjectives

b. Compound words and phrases

c. Basic Sentence Patterns

II. Language for microcomputer learning (Weeks 4 -10)

A. Machines and Equipments IBM PC

1. Functional and descriptive communications

2. Computer and safety language

3. Modifiers and adverbial phrases

B. World-of-Work languages

1. Reading help wanted ads

2. Job descriptions

3. Asking for clarification and request for assistance

a. Wh-questions

b. Yes/no questions

C. Data Entry of inventory, account receivables and payables, payroll, and general ledger

1. Reading Instructions

a. Questions and answers for clarification

b. Verification statements

c. Affirmative and negative statements

d. Prepositional phrases

2. Classroom Interaction

a. Imperatives

b. Complex sentences

c. Subordinators

D. Practice of Basic Program

1. Clarification

a. Reading instructions

b. Following directions

c. Tag questions

d. Models

III. Language involving data entry equipment IBM 5281 (Weeks 11-19)

A. Procedural language

1. Following directions - complex sentences used for instructions

2. Phrases and clauses used as modifiers

3. Reading signs and symbols

4. Definitions of technical terms

B. Work Sites Simulations

1. Operational Languages

2. Role play - supervisor and operator

3. Guided conversation

C. Employability Language

1. Office communications

a. Social-linguistic skills

b. Idiomatic expressions

c. Expressing emotional attitudes

2. Job applications

3. Resume writing

4. Preparation for interview

a. Interview questions

b. Telephone communications

c. Clerical aptitude test

IV. Review (Weeks 20 -24)

A. Guided Conversations

B. Dialogue and role play

C. Modal auxiliaries reinforcement

B. Testing Exercises

1. Specific Skills Reading Exercises

a. Using the context

b. Following direction

E. BVOPT Post Test

PART D. COURSE OUTLINE FOR EMPLOYABILITY INSTRUCTION/COUNSELING COURSE

PART D. COURSE OUTLINE FOR EMPLOYABILITY INSTRUCTION/COUNSELING COURSE

Employability instruction/counseling is an integrated part of the curriculum. Since the trainees are not familiar with work practices in the U.S., have limited work experience, and lack knowledge of the English language necessary for seeking, accepting and adjusting to employment, the employability instruction/counseling addresses these issues. Group sessions are held one period each day, five days a week for 18 weeks to cover topics relating to world-of-work and preparation for employment. The latter 6 weeks are devoted to job placement activities. Individual vocational/personal counseling is available throughout the cycle to meet individual trainee's needs.

I. Orientation (Week 1)

A. BVT program goal

B. Objectives of employability skills course

C. Logistics of the program

D. Introduction to vocational counseling and individual counseling

E. Role and responsibilities of Counselor and Counselee

II. Cultural/Personal Adjustments (Weeks 2 - 4)

A. Trainees cultural values and American customs

1. Greetings and leave taking
2. Time and space
3. Male and female statuses
4. Interpersonal relationships between trainees and teachers; co-workers and supervisors
5. Assertiveness, non-assertiveness and agressiveness
6. Developing self-confidence

B. Self-assessment

1. Individual job needs
2. Evaluating individual job qualifications
3. Development of Employability plan
4. Setting realistic employment goals

III. Job Orientation (Weeks 5 - 9)

A. Job descriptions of clerical positions

B. Job market characteristics and patterns

C. Career opportunities

D. Sources of job information

E. Characteristics of various types of companies

1. Location, size, benefits and functions
2. Visits to company sites

F. New York City subway system

G. Tele-training

1. Telephone operations
2. Business phone manners
3. Taking messages and giving information
4. Role-play in handling telephone in various work situations

H. Job seeking skills

I. Understanding want-ads

1. Business terms and abbreviations

IV. Job interview preparation (Weeks 10 - 15)

A. Job applications

1. Terms and Vocabulary
2. Neatness and accuracy

B. Resume preparation

1. Purpose
2. Elements of a basic resume
3. Format and style

C. Cover letter

D. Job interview appointments

E. Job interview

1. Importance of a personal interview
2. Interview & hiring processes used by common employers

3. Job interview behaviors

a. Personal appearance, grooming
b. Body language

4. Job interview preparation and practice

a. Do's and Don'ts during an interview
b. Most common questions asked during interview
c. Video-tpaed mock interview
d. Guest speakers on interview techniques
e. Films on sample interviews

F. Clerical aptitude tests

1. Types and techniques of test-taking

G. Evaluating a job offer

V. On the job (Weeks 16 - 18)

A. What to expect on the first day on the job

B. Do's and Dont's when starting a new job

C. Possible problems occurring at early stage of employment

D. Developing good work habits

1. Punctuality and attendance
2. Attitudes toward work
3. Courtesy and cooperation on the job
4. Expectations of co-workers, of supervisors

E. Understanding company benefits & forms

1. Insurance package
2. Payroll deductions

F. Employee rights and responsibilities

1. Company handbooks
2. Personnel manuals
3. Complaint procedure
4. Workplace chain of command/accepted communication channels

G. Getting ahead on the job

1. Employee Evaluation Form
2. Continuing education
3. Social interactions

H. How to handle terminations

VI. Review (Weeks 19 - 24)

A. Interview role-play

B. Feedbacks from trainees after their interview

VI. INSTRUCTIONAL METHODS AND TECHNIQUES

VI. INSTRUCTIONAL METHODS AND TECHNIQUES

In planning approaches and strategies of teaching data entry, job-related ESL and counseling, some important things to bear in mind are: (a) methods should be directed to meet respective course objectives, (b) essential work communicative functions should be included, (c) methods and strategies should take into consideration of the trainee's cultural background and learning styles.

CMP has identified among numerous methods, 10 approaches and strategies as to be effective for limited English speakers in CMP Bilingual Vocational Training Program. In addition to these 10 methods commonly used by all the instructors, there are specific strategies suitable for the particular subjects; for example, hands-on practice for vocational skills, silent way, word games, dialogues and dramatization for job-related ESL, individual counseling and role-playing for employability skills. Selection of the most suitable approaches/strategies is based on the trainees' English abilities, their educational/cultural background, and vocational skill levels and aptitudes. The specific strategies are identified in the weekly combined lesson plans and unit plans.

The following are descriptions of 10 approaches and strategies CMP has found to be effective.

1. Team Collaboration -

The collaboration efforts of the instructional staff is an essential component which unifies the BVT methodologies and techniques. The job-related ESL instructor, the skills

instructor, and the vocational counselor of the same class meet regularly to coordinate lessons on content presentation. The skills instructor will present bookkeeping concepts in Chinese and the job-related ESL instructor will teach the trainees correct pronunciation, and how to use the vocabulary in work situations. The vocational counselor will meet with trainees to discuss opportunities in the bookkeeping field. Special time is set aside during the schedule for the job-related ESL instructor, the skills instructor and the vocational counselor to meet, plan and coordinate effective instructional activities.

2. Bilingual and Bicultural Approach -

Since all trainees are limited English proficient, the staff of this proposed Chinese/English Bilingual Vocational Training Program has adapted a bilingual and bicultural approach. Not only are the instructors bicultural (Chinese/American) but they are also bilingual (Chinese/English). With this understanding of two cultures, instructors are able to impart their experiences about both cultures. The bilingual quality allows the instructors to teach difficult concepts in the trainees' native language to facilitate comprehensions in English as the trainees depend less and less on explanations in Chinese. Chinese language explanations will decrease as the trainees progress through the training and English becomes proficient. More and more English will be used as the medium of instruction and by the 3rd quarter of the training cycle, all instruction will be given in English.

Appropriate use of the bilingual methodology is a skill

which is learned; the skill is not an automatic outgrowth of having bilingual capabilities.

3. Lecture/Demonstration -

This approach is useful when all trainees or a large group of trainees need to learn about the same concept, process or procedure before practicing. Since lecturing is the traditional learning style accustomed by most Asian students, it is more appropriate to use lecturing during the early stage of the training cycle. To teach operation of various equipment, typewriters, data station and personal computers, demonstration of their use is most suitable for limited English speakers. Trainees can see how to perform a task, using specific procedures.

4. Guest Speakers -

CMP invites guest speakers from different companies and local agencies to share their education, their needs, and their work experience with the trainees. Personnel directors or supervisors are asked to address our class by demonstrating office procedures and interview techniques. Our former trainees serve as positive role models by sharing their own success stories with the class. In addition, guest speakers encourage discussion and questions from the audience to stimulate participations by our trainees as part of the learning process.

5. Audio/Visual Aids -

Audio/visual is an effective and stimulating tool to teach the trainees after the initial orientation and throughout the

training cycle. For example, the use of the English language lab enables the trainees to improve their listening and speaking skills as well as interpersonal skills. Films and slides on World-of-Work topics are often used to supplement teaching resources in the employability skills course.

6. Simulation/Role Playing -

Work experience is very important for the U.S. work place today. Unfortunately, most of our trainees are newly arrived immigrants. They do not have local work experience and are unfamiliar with modern business office procedures. In order to help them, the instructors replicate the environment which are similar to the work place so the trainees can practice on various tasks that they likely to encounter on the job. For example, the skills instructor would assign them a bookkeeping project - a business simulation in accounting which reflects the real world of work situations. The vocational counselor would conduct a job interview and ask the trainees to role play between themselves. In English classes, trainees are asked to conduct meaningful, job specific conversations with other trainees to improve their communication and interpersonal skills.

7. Tutoring/Peer Instruction -

When the instructor is working with a large group of trainees, it is difficult to give full attention to everyone. Some of the trainees may not have a clear understanding of the instruction. Therefore, the instructor will either repeat the same instruction to the whole class or tutor those trainees

afterward. In this case, the instructor can ask more proficient trainees to help the others learn. We find that the trainees feel more comfortable asking questions from a classmate than of their instructor because of their cultural background.

8. Field Trip -

The instructors arrange job-related or education/culture related field trips for the trainees during each training cycle. These benefit the trainees because they observe workers perform various tasks on the job. They learn how businesses and community resources operate and they can discuss with and ask questions of an experienced worker. Trainees can observe the communicative skills used by the workers on the job as well as proper work habits. The trainees can further share their field experiences after they return to classroom. They would, for example, discuss different work habits in the U.S. office and behavior in their home countries.

9. Computer Assisted Instruction -

Instruction given by instructors can be enhanced by the use of the computer. For example, the ESL instructor can use TEXTPRO software to reproduce job-related English instructional material supplied by skills instructor. Demonstration software on data entry and self-paced tutorial with exercises are often used by the trainees, which are often animated with graphic information to stimulate learning and recalls.

10. Exercises & Drills -

Exercises and drills are selected from the textbooks by the respective instructors based on the trainees' vocational skill levels, aptitudes, English abilities and special needs. Trainees practice the skills, apply what they have learned, and proceed at their own pace. This method, which provides immediate feedback on how well the students have learned the tasks, is preferred by Asian students.

VII. INSTRUCTIONAL MATERIALS AND RESOURCES

VII. INSTRUCTIONAL MATERIALS AND RESOURCES

It is easy to purchase vocational education books but the challenge is to determine the appropriate materials for a specific occupational training program. The overall selection and adaptation of educational material take into consideration the trainees' academic level, their cultural background and the requirements of the job openings. Whenever possible, the instructional materials reflect appropriate use of the trainees' native language, i.e. a bilingual glossary of Bookkeeping terms.

The team approach is used to develop needed materials; for example, the ESL instruction is largely developed from resources used in the vocational skills and employability skills courses. In the Vocational English component, the instructor would incorporate the materials from vocational texts and manuals such as those in South-Western in preparing a list of technical terminology for the vocabulary drills. Typical terms used in an application form for employment are taken from a standard State Employment Office and converted into an English lesson. Teacher's handout would emphasize the importance of the English language structure while a English-Chinese bookkeeping glossary would be used to aid the trainees in understanding the materials in a specific lesson. The glossary is often prepared and reviewed with assistance from an employer in the community to insure its accuracy.

Due to the trainees' limitations in understanding spoken and written English, audio-visual materials and activities such as video, slides, filmstrips, transparencies, tape-recordings, and

posters are used to support instruction. Pre-recorded tapes are used by the trainees in the Language Lab to build up their English comprehension. Educational videos are used to provide lessons and camera-recordings playback on a TV set are used in role-playing interview techniques. Telephone skills are taught using a Tele-training equipments and guides from New York Telephone Company. Film strips, slides, overhead transparencies, posters and photos are used to further reinforce text materials and to provide visual feedbacks for the trainees. To dramatize statistical information, charts would be used in a lesson. Other materials include Safety Signs, Language Signs, and Color Rods for "Silent Way" Methods.

Hence, project-developed teaching materials become an integral part of our curriculum. For example, a practical Strategic Manual on Job Development, Placement and Follow-up was written by the staff of the program. A World of Work Video Series designed for trainees of Asian background was developed by C.M.P. with funding support by the private sector, which addressed the unique Asian cultural characteristics and how it might affect the outcome of a job interview or their on-the-job attitudes and behavior with peers or supervisors. In addition, most of the basic computer operation manuals have been simplified by our staff and illustrated by using step by step diagrams for training purpose.

Many practical teaching resources are taken from the private business sector, community organizations, and other public service agencies. They include the expertise of company personnel officers, facilities and furnishings, up-to-date office

equipment, business manuals and supplies, and supportive human services.

Our program would use these resources to augment all facets of the training, including recruitment of trainees, assessment of trainees' job aptitudes and language proficiencies, development and review of curricula, classroom instruction, job-specific counseling, preparation for job search and job interviews, and orientation to good work habits and environments. Linkages are established with other social service agencies to provide needed supportive services such as day care to enable the trainees to enter and complete training, and to obtain and retain employment.

Besides from assigning the main texts to the trainees, the instructors and counselor would compile supplemental teaching materials by adopting actual Job Descriptions used by companies like Blue Cross & Blue Shield or instructions for completing an Application Form by New York City Department of Personnel. Job search techniques are demonstrated by using daily newspaper ads which also provide a lesson in reading and vocabulary building.

Many individuals in the employment community served as resources for the program and its curriculum development and they are: small business owners/managers, personnel officers, supervisors, and former trainees in various occupations. To provide role models, minority persons working in training-related field are invited as speakers or to act as interviewers in a role-playing session.

Basic skills are taught by using examples from Company Policy Manuals and Personnel Guides. Additional resources from the training community include professional exchange with other

BVT program staff, professional associations and research journals/periodicals, as well as the teaching experiences of other social service agencies and community-based organizations.

Instructional Equipment and Hardwares include the following:

IBM Selectric II & III Typewriters

Electronic Printing Calculators (Standard Size)

IBM System 5281 and 5288 Data Entry System

IBM Model 6580 Display Writer System

IBM PC and XT Computer System

IBM Model 5218 Daisy Wheel Printer System

VCR and Camera/Television Set

Language (audio cassette) Laboratory

KODAK Slide Projector and 16mm Film Projector

Instructional Softwares include the following:

Exploring the IBM-PC: An introduction to PC and DOS

PC-DOS (Disk Operating System) Version 2.10

PC-BASIC IBM Version 3.0

Automated Accounting For the Microcomputer

Century 21 Accounting

The specific instructional materials and resources are listed in the weekly combined lesson plans and unit plans (refer to Appendices for the Bibliography.)

VIII. TRAINEE EVALUATION

VIII. TRAINEE EVALUATION

The data entry course is under constant evaluation by the vocational instructor, job-related ESL instructor and counselor to determine the competency levels of the trainees. After 24 weeks of training, trainees should be capable of exhibiting and performing the performance objectives that are set for and given to them in this course. During the entire cycle, all aspects of trainees learning activities are being observed, recorded and tested by the respective instructors/counselor. The followings are the types of evaluation tools (copies of the instruments are attached under the appendices).

1. Assessment test - This evaluation is conducted at the beginning of the cycle. It is conducted by vocational instructor, job-related ESL instructor, and the counselor. The evaluation includes:

A. Brief entrance oral and written tests
   - Bilingual Vocational Proficiency Pre-test (accepted scores = 120 - 175 low intermediate)
   - Written Diagnostic English as Second Language test (accepted scores 60% of the 75 questions test)
   - Basic arithmetic test

B. Interview for the assessment of the trainee's background in education, vocational aptitudes, English proficiency, participation and motivation
   - A comprehensive interview form scored and recorded by each instructor and counselor

C. Discussion to determine the grouping of the trainees according to their competency levels for lesson planning purposes

D. Evaluation of trainee's employability, evaluation of trainee's strengths and weaknesses for the employability development plan.

2. Evaluation of trainee's Progress - This evaluation is conducted to measure each trainee's progress in terms of the performance objectives.

A. Vocational skills

- Regular unit testing determining trainee's shortcoming in each task in a unit of automated bookkeeping before proceeding to the next set of unit tasks
- The weekly 5' timing in typing starting the 5th week scored with regular weekly progress charts
- Preliminary, mid-term and final examinations monitoring trainee's progress in instructional program goals
- Project sets, work sheets and exercises providing trainees practical participation and drills through class performances and assignment/homework.

B. Job-related ESL

- Listening to trainees speak in English. Scoring them (1-5) according to the levels of fluency in rhetoric, style, syntax, vocabulary and pronunciation.
- Daily regular reading tests registered with regular

progress chart for vocabulary, comprehension and reading speed

- Weekly regular written exercises with guided written articles for important structures and style
- Regular, weekly spelling tests of 10 technical terminology and 10 World of Work with progress charts
- Regular daily and weekly graded exercises and drills for important structure and vocabulary.

3. Joint evaluation - An evaluation by the combined efforts of vocational instructor, job-related ESL instructor and the counselor. This is done very thoroughly by means of case conferences which are held in the 7th, the 14th and the 21st week of the cycle. The purpose is to evaluate the trainee's progress not only on learning activities but also on motivation and attitudes.

A. General and periodical progress of trainees based on trainee's competency records from respective instructors
   - Achieved competency level
   - English proficiency oral/written
   - Attendance punctuality records

B. To identify and bring to the attention of the counselor about the trainees' problems such as their inattentiveness because of classroom difficulties, personal or family problems.

4. Exit and Post-test - An evaluation to score the trainees

toward the end of the 19th to 20th week. THe post-test scores will be compared with the pretest scores to measure the increment of progress made by each trainee and the specific outcome of the general performances of trainee in the entire cycle.

A. Bilingual Vocational Oral Proficiency test
expected passing scores = 200 - 275 high intermediate

B. Written Diagnostic English as Second Language test
expected passing scores = 65% of 150 question test

C. The final examination of Data Entry test

D. The counselor's report of trainee placement indicating # of trainees enrolled, # graduated, # placed, company name, job title & salary of the graduate placed

E. The final attendance punctuality reports.

5. Follow-up reports from graduates and employers. It provides an indication of how well a program is meeting its objectives. Feedback from graduates and employers are useful in strengthening program design and operation.

A. A follow-up report is mailed to the trainees 30 consecutive working days after placement. The trainees are asked to complete the form indicating if they are still working and if so, any changes in wages, title or position.

B. A 6 month follow-up report is again mailed to the trainees for their current employment status. In addition, questions concerning various aspects of the

training program are asked, i.e. to what extend trainee was able to use the skills acquired during training, to what extend did the trainees gain the ability to function in an English speaking environment, and suggestions for modifying the program.

C. Questionnaires are mailed to employers 6 months after the hiring of our graduates. The purpose is to obtain evaluations of trainees' job performance and preparation for the job, verify job placement, and to solicit suggestions for program modifications. Suggestions may include changes in curricula, materials and equipment.

6. OUTSIDE EVALUATION

Under terms of the grant from the U.S. Department of Education, the BVT project is required to evaluate its progress, effectiveness, and outcomes by an independent outside evaluator on an annual basis. The evaluation should address the following:

1. The project's progress in achieving the objectives set forth in its approved application.
2. The effectiveness of the project in meeting the purpose of the program.
3. The effect of the project on persons being served by the project.

IX. CURRICULUM MODIFICATION

IX. CURRICULUM MODIFICATION

The BVT curriculum at CMP is continuously under reviewed and revision. Valuable information is obtained regarding the adequacy of the vocational training, job-related English language instruction and employability instruction, particularly after the trainees have been employed for a period of time. Employers' feedbacks provide information on the effectiveness or appropriateness of program operations. The comments and suggestions of former trainees and employers are disseminated to all program staff. In this manner, appropriate staff members will be able to take the required action to modify their respective parts of the curriculum. The recommendations can then be incorporated into the planning process for the upcoming training cycle.

Also, the findings and recommendations set forth in the report by the outside evaluator will be thoroughly reviewed and discussed jointly by the instructional staff and program administrator. Following these discussions, proper course of action will be decided to update the curriculum so that the needs of the trainees as well as those of employers could be met.

In conclusion, we hope this curriculum will be of use to other BVT providers and will be of aid in their efforts to initiate or better their training. However, an agency should exercise discretion when adapting this curriculum for its program. It is important to recognize such factors as the population served, the job market of the community, the adequacy of the facility and the quality of the staff.

X. APPENDICES

APPENDIX A. BIBLIOGRAPHY OF MATERIALS AND REFERENCE BOOKS FOR DATA ENTRY COURSE

APPENDIX A

BIBLIOGRAPHY OF MATERIALS & REFERENCE BOOKS FOR DATA ENTRY COURSE

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APPENDIX B

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APPENDIX C. BIBLIOGRAPHY OF MATERIALS AND REFERENCE BOOKS FOR JOB-RELATED ESL COURSE

APPENDIX C

BIBLIOGRAPHY OF MATERIALS & REFERENCE BOOKS FOR JOB-RELATED ESL COURSE

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APPENDIX D. BIBLIOGRAPHY OF MATERIALS AND REFERENCE BOOKS FOR EMPLOYABILITY SKILLS/COUNSELING COURSE

APPENDIX D

BIBLIOGRAPHY OF MATERIALS & REFERENCE BOOKS FOR EMPLOYABILITY SKILLS/ COUNSELING COURSE

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c) Your First Months On The Job
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a) Making A Career Decision
b) Looking For A Job
c) The Job Interview
d) Preparing To Hold A Job
Society For Visual Education Inc. Chicago, ILL 1978 (Filmstrip)

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Western Union. New York, NY (Filmstrip)

Interviewing For The Job
Education Associates Inc. Frankfurt, Kentucky 1984 (Video tape)

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Milady Publishing Corp. Bronx, NY 1978 (Transparency)

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APPENDIX E. SAMPLE INSTRUCTIONAL UNIT PLANS

DATA ENTRY 301

SAMPLE

UNIT LESSON PLAN

INSTRUCTORS G. Oldes A. Sm.

DATES 9 / 8/87 - 9/18/87

COUNSELOR B. Yu

	CONTENT AND METHOD	INTEGRATED ACTIVITIES	EVALUATIVE TOOLS
omputer	1. Introduction to computer literacy Methods: 1. Bilingual approach Lecturing method	1. Part of speech Nouns: data, diskettes, input, output Verbs: coding, verify, power up, power down Adjectives: powerful, careful, large, magnetic 2. Basic sentence patterns - N/P + verb - N/P +L.V. +Adjectives - Present tense - Application of employability terms. 3. Pronunciation and spelling of vocational terms and world of work vocabulary including employability terms from the counselor: stipend, trainees, punctual, deduct, belongings 4. Dialogue: Using simulation of trainee's activities in taking care of the softwares.	1. Pre-test 2. Weekly quiges
	Introduction to machine parts Home keys, new keys Tabulations Oral drills ods: Bilingual approach Oral drilling Demonstration		1. Pre-test 2. 1' + 2' timing test
	Part of speech Basic sentence patterns Pronunciation Spelling ods: 1. Drills and exercises 2. Dialogues 3. Conversation and simulations		1. BEST tests 2. Spelling quiges reading exercises
	ent: School regulations Program Objectives ods: Bilingual approach Discussions Self-introduction		

DATA ENTRY 301

SAMPLE

UNIT LESSON PLAN

INSTRUCTORS G. Olbes A. Shih

DATES 12 / 7 / 87 – 12 / 18/ 88

COUNSELOR B. Yu

	CONTENT AND METHOD	INTEGRATED ACTIVITIES	EVALUATIVE TOOLS
er racy	Content: 1. Introduction to verification procedures 2. Making corrections 3. Exercises Method: 1. Demonstration 2. Tutoring Hands-on practice	1. Using subordinate clause in verifying procedures of key-entering 2. Using passive voice in sentences involving the discussion of resume format 3. Practice the choices of verb forms as applied to telephone communication 4. Vocabulary application to grammar: Nouns: posture, contact, extension, interviewer, pension, impression Verbs: in charge, transfer, verify Adjectives: initial, industrious Adverbs: promptly	1. Timing test 2. Exercise
	nt: lesume typing hanging format on IBM Displaywriter onditioning practice d: lemonstration lands-on practice ilingual approach with more English		1. 5' timing test 2. Production work-resume 3. Exercise
	nt: erfect tenses erb forms ubordinate clauses d: ialogue drills ecitation eading exercises		1. Regular reading for specific skills 2. Regular pronunciation and spelling quizes
	nt: ress code d: iscussing xplaining		Quiz

APPENDIX F. PROGRAM INTAKE FORM

華埠人力中心

Chinatown Manpower Project, Inc.

70 MULBERRY STREET
NEW YORK, N.Y. 10013
TEL: (212) 571-1690

BILINGUAL VOCATIONAL TRAINING PROGRAM INTAKE FORM

請用正楷(英文)
PLEASE PRINT

面試日期:
Date of Interview: _____

姓名:
Name: _____

社會安全卡號碼:
Social Security No. _____

地址:
Address: _____

_____

電話號碼: 日間 (Day) _____ 晚間 (Night) _____
Telephone Number:

選修何種課程
Vocational Training Program: _____ Cycle: _____

性別 男 女
Sex: Male ☐ Femal ☐

年齡
Age: _____ Years

出生日期
Date of Birth: _____

出生地或長居地
Country of Origin: _____

美國公民 是 否 若否, 何國公民
U.S. Citizen: Yes ☐ No ☐ If no, Citizen of _____

能說何种流利的語言
Language(s) Spoken Fluently _____

能讀/寫何种語言
Language(s) person can read/write _____

來美國多少年
Number of Years Lived in U.S. _____ Years

唸了多少年書
Years of School Completed: 在本國(美國以外的國家) Prior to Arrival in U.S.: _____ Years

在美國
In U.S.: _____ Years

美國中學文憑 有 沒有
U.S. High School Diploma: Yes ☐ No ☐

中學同等學歷証書 有 沒有
GED Equivalency: Yes ☐ No ☐

外國中學畢業文憑 有 沒有
High School or Secondary School Diploma from Another Country: Yes ☐ No ☐

單親 是 否
Single Parent: Yes ☐ No ☐

未成年子女有几个
Number of Dependents: _____

91

Prior to enrollment, was Individual:

	是 Yes	否 No
没有工作 Unemployed:	☐	☐
正在领失业保险金 Receiving Unemployment Insurance Benefits:	☐	☐
正在领政府援助金 Receiving Public Assistance Benefits:	☐	☐

曾经获得何种福利
What Type of Benefits are Received: _____

每周曾经工作三十五小时以上 Employed 35 or more hours per week:	☐	☐

若是，时薪多少
If yes, gross wage per hour $_____

每周曾经工作三十五小时以下 Employed less than 35 hours per week:	☐	☐

若是，时薪多少
If yes, gross wage per hour $_____

若曾经工作，在何处
If Employed, where _____

工作的性质及内容
Describe Job _____

_____

英文的能力（请自答）
English Language Skills:

Date BEST Test Administered: _____

BEST Score: _____

目前是否在学校或职训班进修 Currently Enrolled in School or Other Training Program	是 Yes ☐	否 No ☐

目前是否懂得任何职业技能
Vocational Skills of Individual: _____

_____

_____

以前曾经接受任何职业训练
Prior Vocational Training: _____

_____

_____

工作的目标及兴趣
Job Interests and Goals: _____

_____

_____

若有紧急事情要通知何人
In case of emergency, notify:

姓名 Name _____ 关係 Relationship _____

能在日间与家人联系的电话号码
Telephone Number: _____
(where family can be reached during the day)

以上所填内容完全属实
I hereby certify that all information given on this form is true and complete

_____ _____

Date 申请日期 Signature of Applicant 申请人签名

APPENDIX G. BILINGUAL VOCATIONAL ORAL PROFICIENCY TEST,
FORM A

READ TO EXAMINEE

(Give the following instructions in the examinee's native language.)

My name is ____*(test administrator's name)*____ .

I am going to ask you some questions in English. Please answer in a complete sentence in English.

I will ask each question once. If you want me to repeat the question, tell me. I will repeat the question if you ask me.

If you do not understand the question, tell me and we will go to the next question.

Remember, answer in complete sentences in English.

Do you understand what you have to do?

(Wait for examinee's response.)

(Repeat instructions if necessary.)

Remember: All items must be read in English exactly as written and the examinee is to respond in English.

1 What is your name?

2 Where do you live?

3 How long have you lived (there?) (here?)

4 At about what time did you get here today?

5 How did you get here?

(Discontinue if examinee has missed 4 items or more.)

6 What kind of job training do you want?

7 When could you start training?

8 How many hours a week could you come to school?

(Discontinue if examinee has missed 6 items or more.)

(Give the following instructions in the examinee's native language.)

Now, I am going to show you some pictures that tell a story and will ask some questions about them.

(Repeat instructions if necessary.)

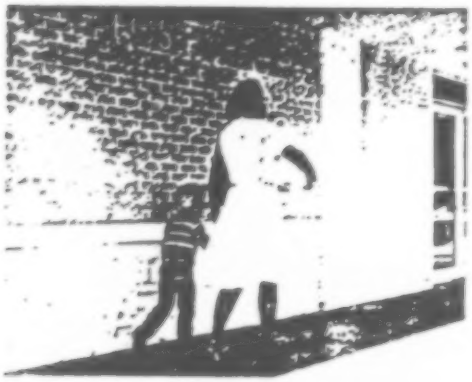
(*Point to photograph A1*)

9 (*Point to the picture on the wall*) What is wrong with the picture on the left?

10 What are the woman and child putting in the box?

11 Name two of the objects lying on the table.

12 What will they do with the scissors and string?



(*Point to photograph A2*)

13 What is in the box the woman is carrying into the post office?

(*Point to photograph A3*)

14 What is the family on the left doing?

15 Why is the woman and not the child carrying the box?

(*Point to photograph A4*)

16 Where is the box now?

17 What are the scales on top of the counter used for?

18 Why is the child pulling himself up to the counter?

(*Point to photograph A5*)

19 What kind of job does the man in the picture have?

20 Where did the box come from?

READ TO EXAMINEE

(Turn on tape recorder.)

Look at this set of pictures.

(Show examinee set of pictures (Form A, Police Series). Allow examinee a few moments to review pictures. Then start the interview.)

Look at the pictures carefully and tell me everything you see in the pictures.

(If the examinee has difficulty getting started, help him/her along by asking questions related to the pictures, such as the following.)

(Point to photograph: Police Series A6)

- What are the children doing in the picture?
- How do they know when to cross the street?

(Point to photograph: Police Series A7)

- *(Point to lunchbox)* What does this man have in the box?
- *(Point to little girl)* Why is the little girl running?

(*Point to photograph: Police Series A8*)

- What is this woman doing?
- Why is she putting a ticket on the car?
- (*Point to parking patrol vehicle*) What does the woman use this for?

(*Point to photograph: Police Series A9*)

- What happened in this picture?
- Why is the man holding his knee?
- What is the policeman asking the men?
- Where do the police need to take the man?

(*Point to photograph: Police Series A10*)

- What is the man in the car doing?
- What happened to the door of the car?
- (*Point to the policeman on the right*) What is the policeman doing?

READ TO EXAMINEE

(Give the following instructions in the examinee's native language.)

In this section, I'm going to read some sentences. You will repeat each sentence. Please wait until I finish each sentence before you repeat it. If you ask, I will read the sentence again. Let's practice first.

(Repeat instructions if necessary.)

Remember: All items must be read in English exactly as written and the examinee is to respond in English.

- Fix it.
- Check your tools.
- Put it here.
- You have to use it.

Do you understand what you have to do?

(Wait for examinee's response.)

I cannot answer any questions after we begin.

Let's begin.

1 Get that brush over there.
2 No, not that one.
3 Be careful not to drop it
4 Those boards are too long.
5 Cut them shorter so they will fit.

(Discontinue if examinee has missed 4 items or more.)

6 Use this saw to cut the boards.
7 He just finished painting the door.
8 The paint on the door is still wet.

(Discontinue if examinee has missed 6 items or more.)

9 Put a "Wet Paint" sign on the door.
10 Don't burn yourself on the oven.

11 Turn it down to 350 degrees.

12 The vacuum cleaner isn't working right.

13 The filter bag needs to be replaced.

14 The bowls should be on the shelf.

15 We need a large bowl to make cookies.

16 Can you find the sharpest knife in the drawer?

17 Be sure to use the knife carefully when you cut the meat.

18 Have you started mopping the kitchen floor?

19 Sweep the floor before doing anything else.

20 She just finished sweeping the floor and is now going to mop it.

FORM A

Subtest 1: Question/Answer Time Started: Finished: Total:	Subtest 2: Open-ended Interview Time Started: Finished: Total:	Subtest 3: Elicited Imitation Time Started: Finished: Total:	Subtest 4: Imperatives Time Started: Finished: Total:
1 = Appropriate and understandable 0 = Inappropriate, unintelligible, no response	Low = 1–3 = Low oral English proficiency Medium = 4–6 = Medium oral English proficiency High = 7–8 = High oral English proficiency	1 = Perfect repetition: or imperfect response that retains meaning 0 = Meaning lost, unintelligible, no response	Y = Correct response N = Incorrect response Ø = No response
1 1 0		1 1 0	1 Y N Ø
2 1 0	Low	2 1 0	2 Y N Ø
3 1 0	1 2 3	3 1 0	3 Y N Ø
4 1 0		4 1 0	4 Y N Ø
5 1 0		5 1 0	5 Y N Ø
6 1 0		6 1 0	6 Y N Ø
7 1 0		7 1 0	7 Y N Ø
8 1 0		8 1 0	8 Y N Ø
9 1 0	Medium	9 1 0	9 Y N Ø
10 1 0	4 5 6	10 1 0	10 Y N Ø
11 1 0		11 1 0	11 Y N Ø
12 1 0		12 1 0	12 Y N Ø
13 1 0		13 1 0	13 Y N Ø
14 1 0		14 1 0	14 Y N Ø
15 1 0		15 1 0	15 Y N Ø
16 1 0	High	16 1 0	16 Y N Ø
17 1 0	7 8 9	17 1 0	17 Y N Ø
18 1 0		18 1 0	18 Y N Ø
19 1 0		19 1 0	19 Y N Ø
20 1 0		20 1 0	20 Y N Ø
Total Raw Score ☐	Assigned Raw Score ☐	Total Raw Score ☐	Total Raw Score ☐

APPENDIX H. INDIVIDUAL COUNSELING AND EMPLOYABILITY DEVELOPMENT RECORD

Counselor _____

INDIVIDUAL COUNSELING & EMPLOYABILITY DEVELOPMENT RECORD

Name : _____ Class: _____ Tel.: ( ) _____

Address : _____

Social Security Number : _____ _____

1. PREVIOUS WORK EXPERIENCE (before joining BVT Program)

2. EDUCATION : (academic & vocational)

3. OBSTACLE TO EMPLOYMENT (e.g. English deficiencies, skill deficiencies, handicaps, age, sex, lack of child care, criminal record, etc.)

4. SKILLS, TRAINING AND/OR INTEREST : (summation of talents, capabilities, hobbies)

5. EMPLOYMENT GOAL (at the completion of training cycle)

6. BVOPT TEST :

Pre-test Score _____ Date _____ Post-test Score _____ Date _____

7. CASE CONFERENCE REPORT :

Date	Job Related ESL	Bkpg	Typing	BOP	Counseling	Attendance
1.						
2.						
3.						

8. INDIVIDUAL COUNSELING SESSIONS

Date

9. REFERRAL TO UNSUBSIDIZED EMPLOYMENT OR ADDITIONAL TRAINING :

	Employer's Name & Address	Position	Date	Result (Accepted)	Starting Date	Rejected Reason
A.						
B.						
C.						
D.						

10. COMMENTS :

APPENDIX I. TRAINEE COMPETENCY DEVELOPMENT RECORD

C.M.P. BILINGUAL VOCATIONAL (MICRO-COMPUTER) TRAINING PROGRAM

COMPETENCY DEVELOPMENT RECORD

Class: Data Entry Counselor: B, Yu

Trainee: _____ Period of Review: 1 - 6 weeks

SUBJECT AREA	SUBSKILL	PERFORMANCE LEVELS 1	2	3	4	5
DATA ENTRY	Pre-test					
	Data Procesiing Concepts & Terminology					
	Care & Handling of Diskette					
	Apple II & IBM PC Operational Procedures					
Comments						
TYPING	Parts of Typewriter					
	Pre-test					
	The Keyboard					
	Tabulation					
	Speed and Accuracy					
Comments						
E.S.L.	Pre-test					
	Vocabulary					
	Grammar					
	Listening Comprehension					
	Speaking					
Comments						
COUNSELING	Attitude and Motivation					
	Attendance and Punctuality					
	American Culture and Customs					
	Job Search					
Comments						
Comments						

Trainee's Signature: _____ Date: _____

KEY: 1: Excellent 2: Very Good 3: Good 4: Fair 5. Limited

C.M.P. BILINGUAL VOCATIONAL OFFICE-CLERICAL TRAINING PROGRAM

COMPETENCY DEVELOPMENT RECORD

Class: Data Entry Counselor: B. Yu

Trainee: _____ Period of Review: 7 - 12 weeks

SUBJECT AREA	SUBSKILL	PERFORMANCE LEVELS 1	2	3	4	5
DATA ENTRY	5281 Operational Procedures					
	Utility Programs					
	Program Codes					
	Prompt Programming Concept					
Comments						
TYPING	Memoranda and Centering					
	Proof - Reader's Marks					
	Letter Styles					
	Envelope Addressing					
	Speed and Accuracy					
Comments						
E.S.L.	Vocabulary					
	Grammar					
	Listening Comprehension					
	Speaking					
	Writing					
Comments						
COUNSELING	Clerical Testing					
	Application Form					
	Resume Writing					
	Cover Letter					
	Attendance Punctuality					
Comments						
Comments						

Trainee's Signature: _____ Date: _____

KEY: 1: Excellent 2: Very Good 3: Good 4: Fair 5. Limited

C.M.P. BILINGUAL VOCATIONAL (DATA-CENTERING) TRAINING PROGRAM

COMPETENCY DEVELOPMENT RECORD

Class: Data Entry Counselor: B, Yu

Trainee: _____ Period of Review: 13 - 18 weeks

SUBJECT AREA	SUBSKILL	PERFORMANCE LEVELS 1	2	3	4	5
DATA ENTRY	Alternated Program Method					
	Verification Procedure					
	Data Entry Timed Writing					
	Post-test					
Comments						
WORD-PROCESSING	Keyboarding Proficiency					
	Knowledge of Operational Procedures					
	Application of Various Tasks					
Comments						
TYPING	Resume					
	Business Forms					
	Reports					
	Speed and Accuracy					
	Post-test					
Comments						
E.S.L.	Vocabulary and Grammar					
	Speaking					
	Listening Comprehension					
	Writing					
	Post-test					
Comments						
COUNSELING	Telephone Techniques					
	Job Interview Techniques					
	Knowledge of starting and holding onto a job					
	Job Readiness					
Comments						

Trainee's Signature: _____ Date: _____

KEY: 1: Excellent 2: Very Good 3: Good 4: Fair 5. Limited

APPENDIX J. JOB PLACEMENT INFORMATION

BVT PROGRAM JOB PLACEMENT INFORMATION

Name:_____

Vocational Training Program:_____

Program Completion Date:_____

A. Placed in Job Within 30 Days of Program Completion or Exit? |___| Yes |___| No

If no, is individual seeking employment? |___| Yes |___| No

If yes:

1. Name of Company_____

   Address_____
   Telephone_____
   Supervisor's Name_____

2. Nature of Job:_____
   _____
   _____

3. Is Job Related to Training? |___| Yes |___| No

4. Date Hired:_____

5. Date Job Begins:_____

6. Number of Hours to be Worked Per Week: _____

7. Starting Gross Wage Per Hour: _____

8. Does Job Include Medical Benefits?

   |___| Yes |___| No

B. Enrolled for Further Education at Training Within 30 Days of Program Completion or Exit?

   |___| Yes |___| No

Follow-up Dates

90 Days:_____
180 Days:_____

APPENDIX K. TRAINEE EMPLOYMENT STATUS REPORT

CHINATOWN M[illegible]OWER PROJECT, INC.

Counselor:

ese/English/Bilingual Vocational (Micro-computing) Training Program

Trainee Employment Status Report

Page_____

Employer/School Information Name, Address & Telephone	Position Status	Starting Date	Beginning Salary	Major

APPENDIX L. FOLLOW-UP SURVEY OF FORMER BVT PROGRAM PARTICIPANTS

FOLLOW-UP SURVEY OF FORMER BVT PROGRAM PARTICIPANTS

☐ 90-Day Follow-up

☐ 180-Day Follow-up

Name: _____

Address: _____

_____

Telephone Number: _____

Date Individual Completed or Exited Program: _____

Date this Survey Completed: _____

1. Are you currently employed?

☐ Yes (Continue Survey)

☐ No

If no, Have you been employed at any time since completion of or exit from BVT program?

☐ Yes

☐ No

2. Who do you work for?

3. Is this same or different company from your first job after completing the BVT training program?

Same ☐

Different ☐

If different, name, address and telephone number of company _____

_____

_____

4. Have you been employed contiruously since completion of or exit from the vocational training program?

☐ Yes

☐ No

5. Please describe your current job.

6. Is your current job:

Same as when originally hired |___|

A promotion from original job |___|

A demotion from original job |___|

Different job, but neither a promotion or a demotion |___|

7. What is your current gross hourly wage? $_____ per hour

8. Are you being paid more, less, or the same as the first job you obtained after you completed or exited from the vocational training program?

More |___|

Less |___|

The Same |___|

9. How many hours do you work per week? _____

10. Do you receive medical benefits from your employer?

|___| Yes

|___| No

11. Are there opportunities for you to advance at the place you work?

Considerable Opportunities |___|

Limited Opportunities |___|

No Opportunities |___|

Explain: _____

_____

12. How satisfied are you with the vocational training you received from the BVT program?

Very Satisfied |___|

Satisfied |___|

Dissatisfied |___|

Very Dissatisfied |___|

13. How satisfied are you with the English language instruction you received from the BVT program?

Very Satisfied |___|

Satisfied |___|

Dissatisfied |___|

Very Dissatisfied |___|

14. Would you recommend the BVT program to others?

|___| Yes

|___| No

Explain:_____

_____

15. Are you currently enrolled in any school, educational, or vocational training program?

|___| Yes

|___| No

Specify:_____

_____

16. How satisfied are you with your present job?

Like it very much |___|

Like it somewhat |___|

Neither like it or dislike it |___|

Dislike it somewhat |___|

Dislike it a lot |___|

Why?_____

_____

17. What changes in the vocational training program do you suggest for the future?

a) Vocational Training_____

_____

b) English Language Training_____

_____

c) Other_____

_____

APPENDIX M. EMPLOYER FOLLOW-UP QUESTIONNAIRE

EMPLOYER FOLLOW-UP QUESTIONNAIRE

|___| 90-Day Follow-up

|___| 180-Day Follow-up

Name of Employee:_____

Company Name:_____ Type of Business:_____

1. Is the above individual currently employed by you or your company?

|___| Yes [Continue with Survey.]

|___| No [If no, ask why not and stop.]

_____

_____

2. Briefly describe this employee's current job.

_____

_____

3. Does individual work:

35 or more hours per week |___|

Less than 35 hours per week |___|

4. Is his/her current job:

Same as when originally hired |___|

Promotion from original job with company |___|

Demotion from original job with company |___|

Different job, but neither a promotion or demotion |___|

5. What is employee's present gross hourly wage? $_____per hour.

6. Is this employee's wage higher, lower, or the same as when originally hired?

Higher |___|

Lower |___|

The Same |___|

7. Does employee receive medical benefits?

|___| Yes |___| No

8. Are there opportunities for this employee to advance at your company?

Considerable Opportunities [ ]

Limited Opportunities [ ]

No Opportunities [ ]

Explain: _____

_____

9. Compared to other individuals at the same job level, how would you rate this employee's job skills?

Above Average [ ]

Average [ ]

Below Average [ ]

10. Is this employee's English language skills adequate enough to perform his/her current job?

English language skills are adequate to perform job [ ]

English language skills are a problem in performing his/herjob [ ]

11. Is this employee's English skills a barrier to any advancement with your company?

[ ] Yes

[ ] No

Explain: _____

_____

12. In general, how satisfied are you with this employee's work?

Very Satisfied [ ]

Satisfied [ ]

Somewhat Satisfied [ ]

Dissatisfied [ ]

13. What changes, if any, should the BVT program make in its training program to enable its trainees to be more valuable employees to your company? Do individuals need more training? If so, in what areas?